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## Sport Motivation among Iranian University Students

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### Abstract

The purpose of the present study has been analysing the structural factor of the reliability and validity of sport motivation test among the students of Tonekabon Islamic Azad University in 2012. In this project, 570 students were selected on a systematic sampling basis and completed the sport motivation test. To process the data, in addition to the index of descriptive statistics, reliability and validity analysis approaches (Kronbach's Alpha and factors analysis), an independent T-test, and SPSS software were also used. The findings in Kronbach's Alpha were .89. The factor analysis extracted 5 factors after the final Varimax spin, which is equal to 50.976% of the variance of all questionnaires. The T-test revealed that there was a significant difference between men's and women's sport motivations. Sport motivation test manifests desirable and suitable psychiatric qualities and it can be employed in practical and analytic studies.

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### 1. Introduction

Nowadays sport Psychology, which is a new branch of science of sport, like other sport sciences that try to examine sportsmen from different aspects of physiology, expertise and physical preparation tries to answer the questions about human behaviour in sport and examine sportsmen's behaviour from mental, psychological and behavioural aspects. By identifying and expanding of sportsmen's psychological expertise, it tries to improve their performance. One of the examined aspects is the sportsmen's motivation for participation in sport activities and competitions. One of the important things in sport psychology, which is influential in the degree and intensity of sportsmen's performance, is sport motivation. To analyse sport participation in any society examination of three factors of features, individual's beliefs, goals and motivation, environment and individual's and group's behaviour are necessary. Among these three factors and according to Pinteric and Sharvin (1992), identification of motivation is a vital factor and prerequisite to sport activities. It also shows the person's effort or strength and engagement in reaching his goals (Ruzbayani, 2001). Examination of views and motivations of people for participation in sport activities is so much various and expanded

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that Green has identified 100 motivational factors (Tondnevis, 1996). Even Teodosiuo (2005) has demonstrated that the sum total of sportsmen's and coach's motivations determine the motivational atmosphere of exercise which is an influential factor in continuation of sport participation. Vaso and his colleagues express that enjoying motivation is an important and positive predicting factor for continuation of participation and is emphasized by coaches and participants. Kilpatric, Hebert and Barsolome (2005), by comparing motivation of male and female students demonstrated that university students participate in sport activities mostly because of inner motivations of joy and happiness. While their motivations for participation in exercises are mostly outer such as keeping in shape, controlling weight and reducing stress. Esmet, Hendi and Oldrij (2002), by examining female students' motivation demonstrated that two major motivations of this group for participation are to be healthy and keep in shape. Other researches also have shown the greatest motivations are for being healthy, keeping in shape, changing mood and losing weight (Tondnevis, 1996). As a whole, according to Perdorsen, inner motivation is one of the basic reasons for sport participation and the programs should be arranged according to this fact even if physical factors are a part of this motivation Maltby (2001) also showed students usually participate in sport activities to increase mental health and decrease stress and inner motivations have superiority over outer motivations.

So it seems that intercultural studies would better reveal motivation for physical activities and exercises. Mohsen Shafizade (2007) conducted a research about the validity and durability of sport motivation questionnaire and understood determining of seven motivational factors is to some degree valid. Also the inner stability and time durability of the questionnaire are acceptable. Gil and colleagues (1985) examined the validity of sport motivation questionnaire which was to an acceptable degree. Gold and colleagues (1999) also did the same examination and the inner stability of each mini criterion was 0.75. So it seems motivation for physical activity and exercise would be revealed better by intercultural studies.

#### - History of assessment tools of sport variables (Parallel Tests)

Questionnaire of "understanding success" is designed to evaluate motivation for success in sport and is based on Robert's and Terste's (1998) questionnaire which has a high inner analogy with Alpha index of  $r=82\%$ . Validity examination of this measure by Dada Nicholez's (1992) questionnaire was acceptable.

##### 1) Mental expirises Test (OTAWA-3)

It is one of the most comprehensive tests of sportsmen's mental readiness which is exclusively designed for sportsmen. This questionnaire is designed by Salma, Barbor Cox, Gott, Imaj and King (1992) at Otha University. The third edition of this questionnaire consists of 4 questions and the examinees should answer the questions according to Likret's five-degree measure; that is they should choose "5" for "always", "4" for "usually", "3" for "often", "2" for "sometimes" and "1" for "never".

Findings of Dorand-Boos's (2001) research had the high inner analogy with Alpha index of 78% to 96%. Sanati Monfared (2006) measured stability validity of this questionnaire  $r=89\%$ .

##### 2) Sport Obstacles questionnaire

This questionnaire is designed by Karol and Alexandria and contains 29 questions. Sport obstacles for participation are divided to seven parts in this questionnaire. In other countries its validity is expressed acceptable by Jackson (1990) and in Iran its stability is reported 90%.

### 3) Sport Orientation Questionnaire (SOQ)

It has 40 questions and measures motivational power, success, motivation and defeat fear motivation. Its validity calculated by Dishman, Iks and Morgan (1981)  $r=0.5$ .

### 4) Self-Motivating Questionnaire

It consists of 40 questions, 19 of them have positive score and 21 have negative score. Its validity is calculated by Dishman and Aiks and is like Gil's colleague's (1983) questionnaire. Its inner stability by Koronbach's Alpha is 88%.

Nichol's questionnaire (1983) has 7 questions and its inner stability is 74%. Behnam Maleki and his colleagues (2011) in a research about relation between self-esteem and progress motivation among successful and unsuccessful sportsmen of western Azarbaijan concluded that sportsmen's beliefs are influential in their performances. Opportune reactions and fortifications, necessary supports and useful criticism increase progress motivation. By using a questionnaire about sport tendency, Gil and his colleagues (1988) demonstrated there is no significant difference between men and women participants of Marathon competition in sport progress motivation. Fadali and his colleagues (2009) in a research demonstrated that outstanding or competitive sportsmen have more physical strength. Better self-awareness of their appearance and higher self-esteem than those who do not exercise.

Kokaridas and his colleagues (2005) understood that success tendency is one of the progress motivation factors and has a significant relation with sportsmen's experience.

In Mohammadzahe's and Afroozeh M's (2007) research, titled examination of job-progress motivation factors, there was a significant difference between students of physical education and students of other majors in self-esteem, employment and personal growth. In a research by Bahram and Shafizadeh M. (2003), titled the effect of competition tendency and the kind of sports field and a mutual, significant effect about group and kind of sport field exists. Bahram and Shafizadeh M. (2003) in a research about relation between goal tendency and ability with motivation for participation in physical activities understood that there is a significant relation between them and for people with task tendency, outer motivational factors are more important.

Naderian and his colleagues (1386) in a research about sport obstacles for women participation and its relation with motivation concluded that personal/mental problems and no access to sport's equipment cause people to lose their motivation.

Shahnooshi and Ghasemi examined the reasons for girls' tendency to martial art in Isfahan. The result was a significant relation between their tendency and social unsafety, media, advertisement, outer encouragements and physical features.

Shafizadeh, Azamian (2004) in their research demonstrated that self-motivation. There is no difference between sportsmen according to their gender, field of study, age and place of education; but this difference is significant among girls who practice sports played singly.

## Method

This research has been done to examine the mental assessment of sport motivation questionnaire. The method of this research is Standardization. The test was done among the students of Tonekabon Islamic Azad University in 1391. In this project, 570 students were selected on a systematic sampling basis and completed the sport motivation test. For collecting data, the goal and process of the research

were explained to the examinees and then they completed the questionnaire if they wanted. To consider moral aspects of research, theoretical and practical importance of the research was explained to the examinees and then they were asked to complete the test.

For doing this research, SPSS software was used. To process the data, both descriptive and inferential statistics were used. For descriptive statistics, average and standard deviation; and for inferential statistics, independent T-test, Cronbach's Alpha and factor analysis were used.

Sport motivation questionnaire, with 28 clauses, was designed by Poltear and his colleagues in 1995. It was based on Desi's and Rian's self-adjustment theory and was designed to examine inner motivation, outer motivation and loss of motivation in sport.

Examinees should answer the questions according to Likert's 7-degree method ("1" for never matches, "7" for completely matches and decide to what extent these clauses match their reason for sport participation.

In other words, at the beginning of the question "Why do you exercise?" is raised, and then the examinees should decide about the role of each clause in their participation. This test consists of seven subscales each of which has 4 clauses. These subscales are: inner motivation, for motivating experience; outer motivation, introversion; outer motivation, outer rules and loss of motivation.

## Findings

Question 1: Is sport motivation questionnaire valid and reliable enough?

Validity of it according to Cronbach's Alpha is 89% which is a high validity. The internal consistency of the questions, as a whole, is acceptable because the consistency of each question with all the questions was not less than 0.03. The content and format validity of this questionnaire was confirmed by three psychology and physical education instructors.

Question 2: Is sport motivation questionnaire saturated with so many factors?

To investigate the factors, factor analysis methods (main factors) were used. Before using this method, significance of variables for factor analysis should be confirmed. One way for doing it is to calculate statistic KMO.

KMO and Bartlett values are expressed in the following table: If the value of this statistic is more than 0.7, interrelationship is proper for factors analysis. According to the values of the table factor analysis can be done.

The results of the analysis of main factors after varimax rotation and restating 9 times, expressed 5 factors. By using varimax rotation, an orthogonal rotation on multipliers of factors maximizes calculation of factors' multipliers.

Below is the scree plot of chart related to 5 separated factors.

According to the results of calculating of Cronbach's Alpha, this questionnaire is valid and reliable enough. For more explanation we can refer to Shafizadeh's (1386) research in which he examined sport motivation questionnaire's validity, stability and understood that determining of seven motivational factors has an acceptable validity. Inner and time stability of the whole questionnaire

were also confirmed. Gil and his colleagues (1985) and Gold and colleagues (1999) both examined the sport motivation and confirmed it reliability and validity. In inner stability examination, mini measures were calculated 0.75. The results of this project are acceptable, because of exact control and examination of different stages of the projects. Analysis of the results of chapter 4 also demonstrated that the coordination between each question and the entire test is not less than 0.03. So all the questions have inner coordination. Kilpatrick, Hebert and Barsolome (2005), by comparing motivation of male and female students demonstrated that university students participate in sport activities mostly because of inner motivations of joy and happiness. While their motivations for participation in exercises is mostly outer such as keeping in shape, controlling weight and reducing stress. Smet, Hendly and Oldrij (2002) by examining female students, motivation demonstrated that two major motivations of this group for participation are to be healthy and keep in shape. Other researches also have shown greatest motivations are for being healthy, keeping in shape, changing mood and losing weight. (Tondnevis, 1375).

As a whole, according to Perdorson, inner motivation is one of the basic reasons for sport participation and the programs should be arrange according to thus fact even if physical factors are a part of this motivation. Malt by (2001) also showed students usually participate in sport activities to increase mental health and decrease stress and inner motivations have superiority over outer motivations. So it seems that intercultural studies would better reveal motivation for physical activities and exercises.

Sports provide the chance to face with optimized challenges, to make use of possible competences, to train new skills, to plan for autonomy, and to participate in different and complex environments one of the important subjects in sport psychology, which is influential in the degree and intensity of sportsman's performance, is sport motivation. Sport participation motivation deals with personal differences because personal differences affect the degree of people's motivation for participating in sport activities. According to what have been mentioned, to increase sport motivation in people, knowing the degree of their inner and outer motivation seems necessary. Sport motivation questionnaire was designed by Poltear and colleagues in 1995. It was based on Desi's and Rian's self-adjustment theory and was designed to examine inner motivation, other motivation and lose of motivation in sport. To decide about its validity, Persian translation of this questionnaire is confirmed by experts.

To answer the second question (is sport motivation questionnaire saturated with so many factors?) according to the results of chapter 4, to identify the factors, factor analysis method was used. The results demonstrated that the first factor expresses 16.699, the second factor 10.022, the third factor 9.928, the forth factor 7.472 and the fifth factor 6.853 percent of the common variance. As a whole, these 5 factors express 50.976 % of the common variance.

To explain results it can be said that acquired incentives are excitement and motivation competence at the series of agree mental needs. Five systems together make a complete sum of inner structures for the individual to face with complex environment requests. Each system has a goal. Instincts have the role of function. Primary incentives are that the service of another function, acquired incentives are at the service of the third function, excitement are at the service of the forth function and the competence

motivations are at the service of another function. The importance of such categorization is that it makes it possible to classify different motivations in an organized system of motivations. This kind of categorization lets the motivation researches discuss biological motivations that are at the service biological functions, cognitive motivations that help the cognitive functions and social motivations that are at the service of social functions. It also helps them to consider the organize relation between motivational systems. People's motivations can be apparent or non-apparent, justifiable or unjustifiable, and alert or non-alert. This fact alarms the reader that motivations do not emerge immediately for example in study the examinees, which were working on a different task, were put in a resting or standing position (Rice Kind & Guti. 1982). The researches wanted to find out how the position of examinees affects their resistance. Standing examinees showed greater resistance than the resting group while there was no difference between them in motivation assessment. So the standing position made it easier to resist and resting position prevented resistance, but the examinees were not aware how the position affected their resistance.

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